

SEX AND RELATIONSHIP POLICY

INTRODUCTION

The Sex and Relationship policy at Bradford Academy reflects our mission, vision and values. We provide a values rich environment rooted in Anglican traditions with a strong commitment to a Christian understanding of rights and values. All learners will have rights to access, choice and freedom from discrimination, in teaching, learning and formation. These rights are the Academy's values.

Appropriate and responsible sex and relationship education are crucial in preparing our learners to be responsible citizens. In order to deliver high quality sex and relationship education, we need to be sensitive and pay due regard to the moral, legal, religious and cultural considerations which are involved.

Sex and Relationship education at Bradford Academy is taught within the context of Personal Well-being Education, and is taught explicitly through our PSHCE programme, as well as implicitly throughout the national curriculum. Each subject area has a responsibility to contribute to the personal well-being of all our learners in order that they can make informed decisions regarding sex and relationships.

At Bradford Academy, we aim to:

- ◆ prepare all learners to continue to succeed and grow in the world beyond the Academy so that they can
 - handle uncertainty and respond to change
 - create and implement new ideas and way of doing things
 - make reasonable risk assessments and act upon them in their personal and working lives
- ◆ develop the enterprise and citizenship capability of all learners through the promotion of
 - **Knowledge and understanding** – organisation, innovation, risk and change
 - **Skills** – decision making, personal and social, leadership, risk management and presentation;
 - **Attitudes** – self-reliance, open mindedness respect for evidence and commitment to making a difference
 - **Qualities** – adaptability, perseverance, determination, flexibility, creativeness and initiative

Our sex and relationship policy is designed to support these aims.

CURRICULUM AIMS OF PERSONAL WELL-BEING EDUCATION (QCA, FEBRUARY 2007)

Learning and undertaking activities in personal well-being contribute to achievement of the curriculum aims for all young people to become:

- ◆ successful learners who enjoy learning, make progress and achieve
- ◆ confident individuals who are able to live safe, healthy and fulfilling lives
- ◆ responsible citizens who make a positive contribution to society.
- ◆ The importance of personal well-being

Personal well-being helps young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities young people recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make a positive contribution to their family, school and communities. As young people learn to recognise, develop and communicate their qualities, skills and attitudes they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal well-being helps young people explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions. Learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal well-being, therefore, makes a major contribution to the promotion of personal development.

PERSONAL WELL-BEING

This non-statutory programme of study for personal well-being is designed to update and complement the existing non-statutory framework for personal, social and health education. The content of this new programme of study is based on the first four outcomes of Every Child Matters and on the Department for Education and Skills guidance on sex and relationships education. Most aspects of the content are non-statutory; however, sex and relationships education (SRE) is a statutory element of the curriculum at key stages 3 and 4. The presentation and headings of this programme of study follow the format of the programmes of study for other subjects, to support cross-curricular planning.

Personal well-being addresses the requirements of the core theme of personal, social and health education within the National Healthy Schools programme. This is essential for achieving National Healthy school status. Well-planned learning in personal well-being programmes can help schools fulfil new requirements to promote the well-being of learners (**Education and Inspections Bill 2006**).

PERSONAL DEVELOPMENT

Personal well-being makes a significant contribution to young people's personal and character. Evidence of this, drawn from personal well-being provision, can contribute to schools' self-evaluation forms (SEF).

KEY CONCEPTS

There are a number of key concepts that underpin the study of personal well-being, learners need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding. These are provided to help learners understand and think critically about issues as they learn in personal well-being. They are not intended to provide an exhaustive list of every concept addressed in personal well-being. The same concepts can be used at all key stages to help common understanding of personal well-being and aid progression.

PERSONAL IDENTITIES

Understanding personal identities and the factors that contribute to them is essential to accepting and valuing who we are. It is also an important factor in developing confidence and self-esteem and being able to make the most of attributes and abilities and celebrate achievements. There are strong links with citizenship education. By exploring personal identities in personal well-being young people are better able to address the citizenship concept of identities and diversity which requires understanding to be further developed in a local, national and global context. This links with the concept of diversity as identities in a pluralistic society are explored, and contributes to the Every Child Matters outcomes enjoy and achieve and make a positive contribution.

- ◆ Understanding that identity is affected by a range of factors including a positive sense of self.
- ◆ Learning that how personal qualities and attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- ◆ Understanding that self-esteem can change with personal circumstances such as those associated with family and friendships, achievements and employment.

HEALTHY LIFESTYLES

Staying healthy is affected by physical, mental, emotional, social, environmental and economic circumstances. Learners will learn about the need to make informed decisions about behaviours and consider the short- and long-term consequences of their actions on themselves and others. This concept links with the concept of healthy, active lifestyles in physical education and contributes to the Every Child Matters outcome be healthy. It contributes to the National Healthy Schools theme of emotional health and well-being. This includes:

- ◆ recognising that healthy lifestyles, and the well-being of self and others, are dependent on information and making choices.

- ◆ understanding that physical, mental, sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when it is threatened.
- ◆ being aware that growth and change are a normal part of growing up.

RISK

Risk is an important part of everyday life. Having the confidence to take risks is essential to enjoying and achieving in learning and life. However, the ability to recognise, assess and manage risk is essential to physical safety and mental and emotional well-being. The concept of risk is also relevant to financial capability, enterprise and career choices so links should be made to learning for economic well-being. The concept of risk is closely linked with that of healthy lifestyles and contributes to the Every Child Matters outcomes stay safe and achieve economic well-being.

- ◆ understanding risk in both positive and negative terms and understanding that individuals need to manage risk to self and others in a range of situations.
- ◆ appreciating that pressure can be used positively or negatively to influence others in risky situations.
- ◆ developing the confidence to try new ideas and face challenges safely, individually and in groups.

RELATIONSHIPS

The ability to develop relationships with a wide range of people is essential to being healthy, staying safe, enjoying and achieving, being able to make a positive contribution and to achieving economic well being. The concept of relationships links with all the other concepts and is a constant theme through all of personal well-being. It contributes to all five Every Child Matters outcomes. This includes:

- ◆ Understanding that all our relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- ◆ Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to different groups, teams and communities is important.
- ◆ Understanding that relationships can cause strong feelings and emotions.

FEELINGS AND EMOTIONS

The National Healthy Schools Programme (emotional health and well-being theme) requires that 'the school has clear, planned opportunities for learners to understand and explore feelings using appropriate learning and teaching styles'.

DIVERSITY

This concept links with both personal identities and relationships. When considering personal attitudes and behaviours towards diversity it is important to identify similarities as well as differences between people. Learning to empathise with others helps people accommodate difference in their lives and accept their responsibility to challenge prejudice and discrimination wherever it is encountered. With other concepts in personal well-being, the concept of diversity contributes to the Every Child Matters outcome make a positive contribution. Links should be made with the concept of identities and diversity in citizenship education and with learning in religious education. This includes:

- ◆ appreciating that there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- ◆ understanding that prejudice, racism and discrimination must be challenged at every level in our lives.

KEY PROCESSES

These all support the development of personal, learning and thinking skills (PLTS) by providing a context for young people to become independent learners, creative thinkers, reflective learners, team workers, self-managers and effective participators. These are the essential skills and processes in personal well-being that learners need to learn to make progress.

CRITICAL REFLECTION

Involves asking probing questions such as 'how do I know that the information is accurate?', 'what does it tell me about choices I should make?', 'how could I behave differently?', 'what is the impact of my behaviour on others?' etc. Critical reflection particularly supports the development of PLTS areas of independent enquirers, creative thinkers and reflective learners. Links should be made with the process of critical thinking and enquiry in citizenship.

Learners should be able to:

- ◆ reflect critically on their own and others' values
- ◆ reflect on personal strengths and achievements and areas for development
- ◆ recognise how others see them and give and receive feedback
- ◆ identify strategies for meeting personal targets and reflect on their effectiveness
- ◆ reflect on feelings and identify positive ways of managing strong emotions and behaviour.

VALUES

There are many complex and often conflicting values in society and the exploration of these and clarification of personal values is an important part of personal well-being.

At Bradford Academy, we will create a **culture**, rich in rights and values, to nurture and develop confident and independent learners so that they achieve the best that they can. This culture will challenge learners to:

- ◆ be fair-minded and just
- ◆ listen to and respect the views of others and practice reconciliation
- ◆ find their own convictions and commitments
- ◆ exercise friendship
- ◆ offer service to their community
- ◆ endeavour to see the needs of others as their own
- ◆ recognise and respect the faith of every human being
- ◆ reduce discrimination
- ◆ help truth prevail and work for a better world

DECISION MAKING AND MANAGING RISK

This involves finding and using accurate information, weighing up the options and identifying risks and consequences of each of them in order to make an informed choice. These skills can be applied to most situations including those that involve issues relating to health, personal safety, relationships, leisure and learning opportunities. This is particularly important when learning is taking place outside the classroom. Decision making and managing risk particularly support the development of PLTS areas of independent enquirers, self managers and effective participators.

Learners should be able to:

- ♦ use knowledge and understanding to make informed choices about safety, health and well-being
- ♦ find information and support from a variety of sources
- ♦ assess and manage the element of risk in personal choices and situations
- ♦ use strategies for resisting unhelpful peer influence and pressure
- ♦ know when and how to get help.

DEVELOPING RELATIONSHIPS AND WORKING WITH OTHERS

Personal learning and thinking skills including communication skills are central to developing good relationships. The ability to actively listen, to empathise and understand the consequences of aggressive, passive and assertive behaviour in relationships is important for personal and social development, and for challenging inappropriate behaviour safely. Developing relationships and working with others particularly support the development of active citizenship. Links should be made with citizenship processes of advocacy and representation.

Learners should be able to:

- ♦ build and maintain a range of positive relationships
- ♦ negotiate within relationships, recognising that actions have consequences
- ♦ use skills of communication, negotiation, assertiveness and empathy
- ♦ value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- ♦ challenge prejudice and discrimination assertively.

RANGE AND CONTENT

The range and content of personal well-being education will support the delivery of the Academy specialism of Citizenship, as well as our PSHCE scheme of learning. We will use national and local statistics to help our planning and to inform priorities and learning activities by making issues real to young people in a local area. We will also implement the social and emotional aspects of learning (SEAL) programme when it becomes available to schools in September 2007. This will provide a framework and some resources to help deliver social and emotional skills within the personal well-being curriculum.

The study of personal well-being should include:

- ♦ examples of conflicting values encountered in society and the clarification of personal values
- ♦ the knowledge and skills needed for setting realistic targets and personal goals
- ♦ physical and emotional change and puberty
- ♦ sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and well-being of individuals, families and communities
- ♦ facts and laws about drug, alcohol, and tobacco use and misuse and the personal and social consequences of misuse for themselves and others
- ♦ how a balance in diet and making choices for being healthy contributes to personal well-being, and the importance of balance between work, leisure and exercise
- ♦ ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations

- ◆ a knowledge of basic first aid
- ◆ the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement
- ◆ different types of relationships, including those within families, between older and young people, boys and girls, people of the same sex including civil partnerships
- ◆ the nature and importance of marriage and of stable relationships for family life and bringing up children
- ◆ the roles and responsibilities of parents and carers
- ◆ the similarities, differences and diversity among people of different races, cultures, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.

RANGE AND CONTENT OF PERSONAL WELL-BEING EDUCATION

We will prepare schemes of learning for all aspects of Personal Well-being Education, both within our Citizenship and PSHCE programmes, as well as within the national curriculum subjects. As we develop our schemes of learning we will ensure that we refer to national and local data to make the information relevant for our learners. We will also seek the support and guidance from experts in these areas, both locally and nationally.

SEXUAL ACTIVITY

When planning learning in relation to sexual activity we will consider national and local data on sexually transmitted infections, teenage pregnancies etc.

HIGH-RISK BEHAVIOURS

This includes risks associated with early sexual activity and link with work on drug use and misuse. We will links with potential for work in citizenship on impact of HIV/AIDS on whole communities/countries.

DRUG, ALCOHOL AND TOBACCO USE AND MISUSE

This should include medicines, alcohol, tobacco, volatile substances and illegal drugs.

DIET

When learning about diet, we will links with initiatives such as Food in schools and to the National Healthy Schools Programme theme of healthy eating.

BALANCE BETWEEN WORK, LEISURE AND EXERCISE

When teaching about the balance between work, leisure and exercise links should be made with PE and the School Sport initiative. We will use the Olympics as an ideal opportunity to engage young people who may not otherwise show any interest in exercise. We will also make links with to the National Healthy Schools Programme theme of physical activity.

EMERGENCY AND RISKY SITUATIONS

We will liaise with organisations such as the Red Cross and St John's Ambulance Brigade who will provide information about first aid and dealing with emergency and risky situations.

RELATIONSHIPS

Relationships includes features of friendships and dealing with breakdown in friendships. In discussing positive relationships the negative aspects of some relationships, including use of violence and other forms of abuse, may arise and should be addressed.

IMPACT OF PREJUDICE, BULLYING, DISCRIMINATION AND RACISM

When learning about the impact of prejudice, discrimination and racism links should be made with the school's anti-bullying policy including the importance of challenging homophobic bullying, compliance with the Race Relations Amendment Act and the requirement for schools to respond to community/social cohesion. The Learner Voice at the Academy will be involved in the development of the whole school Anti-Bullying policy. Links will also be made with work in Citizenship and across all other subjects

CURRICULUM OPPORTUNITIES

During the key stage learners should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject. The curriculum should provide opportunities for learners to:

- ♦ make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community
- ♦ meet and work with people from the wider community both in school and through external visits, for example community health professionals and drug advisers
- ♦ use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- ♦ take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- ♦ work as members of groups and teams, taking on different roles and responsibilities
- ♦ evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them as part of the school's response to personalised learning
- ♦ identify sources of help and support and take responsibility for providing accurate information to others
- ♦ make links between personal, social and health education and work in other subjects and areas of the curriculum and out-of-school activities.

CONSULTATION ON THE DEVELOPMENT OF THE ACADEMY POLICY ON PERSONAL WELL-BEING

As a Citizenship and Enterprise Academy, we take seriously our responsibility to involve learner voice in the development of any policy focusing on personal well-being. During the academic year 2007-2008, we will work collaboratively with representatives from learners, staff, parents and governing body to ensure that there is ownership of our policy, and that it supports the implementation of the DfES guidance as well as the mission, values and aims of the Academy.

PARENTAL RIGHTS

Current legislation gives parents the right to withdraw their child from some or the entire sex education programme. Bradford Academy expects to be notified in writing of any intent to exercise this right, and would wish to discuss such a withdrawal on an individual basis. The Academy will provide a safe and secure place for any learner withdrawn from such lessons.

The Academy will provide a full copy of the Sex and Relationship policy to any parent on request, and it will be available on the Academy website. A summary version will appear in the Academy prospectus.